



FOLLOW-UP TO TEACHERS' CHOICE! DIGGING DEEPER INTO CHALLENGING BEHAVIORS, PART ONE

Teacher Time Webinar, March 21, 2014

Thank you for participating in the March Teacher Time webinar. Please let us know how you used the webinar ideas in your classroom activities, songs, or with children. Email us at ncqtl@uw.edu and we will send you a token of our appreciation.

WHAT WE TALKED ABOUT:	HOW TO APPLY IT:
Presentation	
<p>Challenging behavior is any repeated pattern of actions that interfere with learning where the typical appropriate guidance is ineffective.</p> <p>Gain an understanding of what the challenging behavior is communicating, and how it works for children.</p> <p>Evaluate behavior based on the form and function it communicates.</p> <p>Observe and analyze the behavior. Look for what happens before (the triggering event), what are the specific actions, and what is the consequence or end result of the behavior.</p>	<p>Does this fit with your own definition and experience?</p> <p>Step back and observe what's happening around the challenging behavior.</p> <p>Ask yourself what is the form and function of this behavior for this child?</p> <p>Look for the triggering event. What happens before the challenging behavior occurs?</p> <p>Then observe how the child responds to the triggering event.</p> <p>Finally, ask yourself what is the purpose of the child's behavior? What is the consequence? Am I doing anything (unknowingly) to maintain this behavior?</p>
Try It Out: See the "Understanding Challenging Behavior Worksheet," provided.	
<p>We watched two videos that showed children exhibiting challenging behaviors. How to use the worksheet was demonstrated.</p>	<p>Use the "Understanding Challenging Behavior Worksheet" with a child in your class.</p>

WHAT WE TALKED ABOUT:	HOW TO APPLY IT:
Resources	
<p>Inventory of Practices for Promoting Social Emotional Competence http://csefel.vanderbilt.edu/modules-archive/inventory-of-practices.pdf</p> <p>Facts about Young Children with Challenging Behaviors http://csefel.vanderbilt.edu/modules/module4/handout4.pdf</p> <p>Behavior Guidance 15-minute In-service Suites http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching-center/practice/ISS/ISS-library-T.html</p> <ul style="list-style-type: none"> • Creating Classroom Rules • Problem Solving in the Moment • Redirecting Behavior • Stating Behavioral Expectations 	<p>Review your current practices. How can you incorporate these ideas into your daily schedule?</p> <p>Heighten your awareness of the needs for early intervention and the potential outcomes for children.</p> <p>Review the basics that need to be in place around behavior with these in-service suites.</p>
Resiliency & Wellness	
<p>Thoughts, feelings, and behavior are connected:</p> <ul style="list-style-type: none"> • The way we think about a situation affects our feelings. • The way we feel in a situation affects our thinking, which affects our behavior. <p>Red thoughts (negative) and green thoughts (positive) are quick ways to remind yourself to shift your thinking.</p>	<p>You can take time right now to think of a stressful situation in your life and use the Red Thoughts-Green Thoughts model.</p> <p>What are you thinking and feeling? How might these influence your behavior? How can you shift from red thinking to green?</p>

Looking ahead

Don't miss **Teacher's Choice! Digging Deeper into Challenging Behavior, Part Two**, now on **Friday, April 25, 1:00 p.m. EDT (10:00 a.m. PDT)**. We'll discuss specific strategies to use with challenging behavior.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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